

The Using of Visual Auditory Read Kinesthetic to Improve Students Reading Ability

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Abstract:

Reading is a very important skill to be mastered by every students. Reading is a complex ability. The readers not only look at the symbols written alone, but trying to understand the meaning of the written symbols itself. A good teacher need some method to make students easy in understand the message or the content of a text. Visual Auditory Read Kinesthetic (VARK) model is a new alternative method that is modified by utilizing the modalities held by students. The possess of VARK including visual, hearing, and kinesthetic styles. By applying this model, at the end of the learning process, students are rewarded for their work where the teacher and the entire class applaud. Teachers can also say "Good job" or "Exellent" to improve students' mental and motivate other students to learn, and to create meaningful learning process.

The method used in this study was classroom action research (CAR). The classroom action research design applied in this study was a collaborative classroom action research. It means that the researcher collaborated with English teacher of SMK Kesehatan Bina Husada Pamekasan. This study was conducted by using the procedure of the action research: planning, acting, observing and reflecting. This was carried out in two cycle. The data were gathered in this study trough interview, field note, questioner and test.

The result of the study showed that there was improvement of student reading ability. Most of the students gained good scores at the end of cycle. The Standard Minimum Achievement is 80. The student's mean score in preliminary study is 62.29. and the class percentage is 23,33%. The mean score in the first cycle is 65.00. and the class percentage is 50,00%. The mean score in the second cycle is 86.04.and the class percentage is 83,33%. In addition, there was a positive response from the English teacher about implementing the action. In conclusion VARK method can improve students reading ability.

Keywords: Visual Auditory Read Kinesthetic; Students Reading Ability

Introduction

Language is the most important thing in human interaction. Language is a system of communication by sound , through the organs of speech and hearing, among human beings of a certain group or community, using vocal symbols possessing arbitrary conventional meaning. The function of language is for interaction and

communication. English as one of the international languages in the world should be mastered by people from many countries to communicate each other. Language is way that people do in their daily life and tool that use to express, create and interpreted meaning and to established and maintenance social and interpersonal relationships.

There are four skills in teaching and learning language English such as listening, speaking, reading and writing. Reading is one skill that is difficult to be practice by students. Reading is the needs of everyone which is consist various kinds of information, messages, impressions of science. The various purposes of the author will be obtained by reading activities, for example, the students will not get the message of information or the impression of good science if they do not do the reading activity.

Reading is a very important skill to be mastered by every individual. Tarigan (2008:7) state that "reading is a process done and used by the reader to obtain the message, which would be conveyed by the author through written language". While Somadyo (2011: 1) state that "reading is an interactive activity to pick and understand the meaning contained in written material". Furthermore, it is said that reading is a process done and used by the reader to get the message conveyed by the author.

In teaching learning process, teachers can use more than one strategy and approach in order to make students easier to doing reading activity. The teacher choose techniques and materials based on a number of approaches to the needs of each student in the classroom. There is no one best approach for students and teachers. Learning method is used as a solution such as

cooperative learning model with jigsaw method, STAD, CIRC, GI, and others. To solve the above problem, the researchers set an alternative action to improve understanding by using the method of Visual Auditory Read Kinesthetic (VARK).

Most of the process of learning English, it is known that the students reading ability of SMK Kesehatan Bina Husada Pamekasan is still low. This can be seen when students are asked about the content of the reading, students can not answer quickly, and must reopen the readings. The problem is that students get bored with learning to read so they are less enthusiastic to follow. At each reading, the teacher only gives the reading material and then assigns the student to read in the heart followed by answering questions according to the content of the reading material. This is done repeatedly in every opportunity to learn and to read so that students feel bored and less interested. The teacher also only asks the students to read on their own without directions and guides how to read the right ones, so that students do not mean and just read at a glance. Furthermore, based on observations, if one student asked to read to his or her friends, many students are rowdy and playing alone, so the reading material does not read well.

The Visual Kinesthetic Visual Learning model (VARK) is a learning model that emphasizes that

learning must utilize the sensory tools that students have (Taufadi,2017). Learning with Kinesthetic Visual Kinesthetic learning model (VARK) is a learning that utilizes the learning style of each individual with the aim that all student learning habits will be fulfilled. This learning model assumes that learning will be effective by taking into consideration the potential of students that is utilizing the potential of students who have by training and developing it. So the Visual Kinesthetic Visual Learning model (VARK) is a learning model that combines the three learning styles (seeing, hearing, and moving) of each individual by harnessing the potential they have possessed by training and developing it so that all student learning habits are met.

Visual, Auditory, Read, Kinesthetic or VARK learning model is a learning model that makes students easy to understand the material taught by the teacher because it optimizes the three learning modalities. Learning with this model emphasizes a direct and enjoyable learning experience for students. Experience learning directly by remembering (visual), learning by listening (auditory), and learning with motion and emotion (kinesthetic). Learning is done by exploiting the potential of students who have owned by training and developing it. Based on the explanation, the researcher is

interested to know the using of Visual Auditory Read Kinesthetic to Improve Students Speaking Ability.

Research Method

The design used in this study is Classroom Action Research (CAR). Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders lin the teaching and learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn. It means that CAR is aimed to overcome problems in teaching learning process in order to improve educational practice.

This design is used when teachers have specific educational problems to solve in particular scope in education setting such as classroom. The teacher use action research when the teachers have specific educational problem to solve most of English teacher always get problem in conducting teaching process. Therefore the teachers have find a solution to solve their problem in order that the teachers can conduct a teaching and learning process well. Solving a problem is an obligation of the teacher as professional educator. To solve a problem the teacher can conduct classroom action research. This study also can be used to problem which happens in reading class. By using the Visual Auditory Read Kinesthetic (VARK) method the teacher hopes the students can improve their reading ability in class.

Classroom Action Research (CAR) should always be used by the

teacher to solve the problem in their teaching process because the teachers have two function, as the teacher and also as the researcher, as the teacher has to always solve the problem which is happened in the teaching process in order that students can improve the teaching and learning quality in the class. And as researcher has to produces innovative learning method in order to be useful for other teachers who have the same problem in their teaching process.

Classroom Action Research (CAR) should always be used by the teachers to solve (According to Kemmis and Mc Taggart (1990), there are four basic steps in the action research. They are planning, acting, observing, and reflecting.

1. Planning

In the research, planning is the first step of action research. Planning is made after researcher does the preliminary study. The teacher and the researcher play the cycle that will be given to the students in the class. It is aimed to implement method that used by the researcher in class. The researcher also makes lesson plan, format of observation of the lesson plan, prepare the scoring sheet and field note that will be used while the observation conducted. Furthermore, the researcher and the teacher decide to choose the topic for teaching.

2. Acting

Acting means instructional activities done by researcher and the students in the class based on the planning that has been made before or the implementation of planning. The instructional activities used Visual Auditory Read

Kinesthetic (VARK) done for each cycle. It will be explained more in the next sub title.

3. Observing

Observing is conducted during action given to the students. Observation is done by making field notes. The researcher goes around each group to observe the activity in the class. The researcher will share about the strength and weakness during the process. Besides, the researcher will discuss to the teacher in order to improve teaching and learning process in the next cycle.

4. Reflecting

Reflected conduct by the researcher and the teacher to evaluate acting and the students' progress in learning process. The reflection result is used to find out some weaknesses have to be revised and the revisions are aimed to improve teaching and learning process in next cycle.

Data collection is how the researcher collect the data from the students who have conducting a teaching and learning process. Collecting data is very needed by researcher to know the students' improvement by joining this study. The data of this research consisted of field note, observation, test, and interview.

1. Field Notes

Field note is used to collecting data related to situation of class (subject)

gotten in teaching learning process from cycle I and cycle II go on. This data is used to the improvement of learning the next cycle

2. Observation

Through observation the researcher can get data directly concerning the effectiveness of using Visual Auditory Read Kinesthetic (VARK) method to improve students' reading ability and also gets the problem faced during teaching and learning process. Observation is versatile approach to data collection. This approach to do by direct observation of the construct of interest, which is often some type of behaviour.

3. Test

Test is considered as the best way to know how well the students' improvement in undergoing the material. The test categorized as assiy test of reading performance. It is used to gain the score of students' achivement concerning their reading performance. This assiy test as an instrument to collect the data or information and as a guide of the researcher in conducting assesment to word reading ability. It conducted at the end of teaching and learning process.

There are two kind of test: the first is pretest,

it is conducted to get data from students' achivement in reading ability before implementing Visual Auditory Read Kinesthetic (VARK) method. The second is post test, it is used to get the data of students' reading ability after the implementation of Visual Auditory Read Kinesthetic (VARK) method.

4. Interview

Interview is the widely used (election method. It is a face-to-face interaction between interviewee and interviewer. If handled carefully, it can be a powerful technique in having accurate information of the interview otherwise unavailable. At the same time, if the interview is not handled carefully, it can be a source of bias, restricting or distorting the flow of communication. Different scholars have defined 'interview' differently. According to Scott and others, "an interview is a purposeful exchange of ideas, the answering of questions and communication between two or more persons". Bingham and others define an interview as a 'conversation with a purpose".

Data Analysis

The criteria of success are emphasized on the process and the product of teaching learning activities. This study is called successful if 80% of students achieve the score equal as the KKM. If the study hasn't pass the criteria, it's called not successful and need improvement to meet the targets. The percentage of the criteria of success the researcher used formula:

- a. The result of individual score

$$\text{score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100$$

- b. The average of students score

$$M = \frac{\sum x}{N}$$

M = Mean

$\sum x$ = Individual Score

N = Number of Students

- c. The class percentage of students score

$$P = \frac{n}{N} \times 100\%$$

P = Percentage mastery of student learning

n = number of students who complete learning

N = Total number of students

Research Finding and Discussion

1. Preliminary Study

In analyzing the data of pre test, the first step is to get the mean score of the class. It is calculated as following:

$$M = \frac{\sum x}{N}$$

$$= \frac{1869}{30}$$

$$= 62,29$$

While the class percentage

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{7}{30} \times 100\%$$

$$P = 23.33\%$$

Based on the result of the preliminary study, the data showed that the students still have difficult to read well, there were only 23.3% students who derived the score above the Criteria Minimum Score (KKM). Meanwhile the other students were below that criterion.

2. Cycle 1

The first step is to get the mean score of the class in cycle I. It is calculated as following:

$$M = \frac{\sum x}{N}$$

$$M = \frac{19650}{30}$$

$$M = 65.00$$

Based on the result of the cycle I, the data showed that

the mean score of the test of cycle I was 65,00.

The second step to know the percentage of student's score who passed KKM (70) post-test in cycle I. It is calculate by using:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{15}{30} \times 100\%$$

$$P = 50\%$$

From that calculation, the class percentage which pass the KKM is 15 students of 30 students. From that analyzing, it could be seen that almost of the students reading skill was still low.

3. Cycle 2

In this case, every action was planned as good as possible so that the reading activities could be accomplished well.

The first step is to get the mean score of the class in cycle II. It is calculated as following:

$$M = \frac{\sum X}{N}$$

$$M = \frac{2581}{30}$$

$$M = 86.04$$

Based on the result of the cycle II, the data showed that the mean score of the test of cycle II was 86.04

The second step to know the percentage of student's score who passed KKM (70) post-test calculate

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{25}{30} \times 100\%$$

$$P = 83,33\%$$

From that calculation, the class percentage which pass the Criteria Minimum Score (KKM) are 25 students of 30 students. And there are 5 students are below the Criteria Minimum Score (KKM). It mean that 83% students passed from Criteria Minimum Score (KKM). It shown that most of the students could improve their reading skill. The students studied reading more serious and more enthusiastic in learning English reading in the class. Based on the result of cycle II above, it was concluded that the students' reading skill could improve.

Conclusion

The research conclusion is presented according with the data which have been analyzed. From all the data analysis about using two stay two stray (TS-TS) technique to increase students' reading skill at SMK Kesehatan Bina Husada Pamekasan.

Based on the findings of the study, the use of VARK method was believed to be effective in improving student's reading ability. The VARK method encouraged students to generate ideas in reading. During the implementation of the VARK method, the

researcher used some media assisted this method as pictures, drawing activities, etc. The remediated the students to have positive responses to ward the teaching and learning process. The students did not show any reluctance any more to be involved in the reading as segments. It also increased the motivation to write during the reading process.

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